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AUTHOR Larson, Lisa
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ABSTRACT

A summary outline of examples of Minnesota statutory curriculum requirements is contained in this information brief. Information is presented in the following six categories: (1) curriculum requirements that all school districts must meet; (2) directions to the state board of education and the state board of teaching to develop curriculum or education programs; (3) curriculum requirements that are a condition of eligibility for certain kinds of revenue, including aid and grants; (4) curriculum requirements that define eligibility for teacher licensure or participation in certain programs; (5) the curriculum review process; and (6) other curriculum requirements that have a more localized or narrower impact. Each statute is listed and its relevant function is briefly identified. (LMI)

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HOUSE RESEARCH

Information Brief

Lisa Larson, Legislative Analyst
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Statutory Requirements for K-12 Curriculum

Minnesota education statutes contain numerous requirements governing education curriculum in kindergarten through grade 12. The statutory requirements affect many aspects of curriculum. The requirements include: the subject areas that students must be taught; directions to the state board of education and the state board of teaching to adopt rules for curriculum in such areas as special education, teacher education and vocational education; eligibility criteria for receiving state funds or participating in particular programs that depend upon meeting certain curriculum requirements; a curriculum review process designed to identify, implement, review and improve school district curriculum; and directions to local school boards to prescribe textbooks and courses of study.

This information brief contains a summary outline of examples of statutory curriculum requirements, divided according to the following six categories:

1. Curriculum requirements that all school districts must meet (and, in a few instances, requirements districts may elect to meet)
2. Directions to the state board of education and the state board of teaching to develop curriculum or education programs
3. Curriculum requirements that are a condition of eligibility for certain kinds of revenue, including aid and grants
4. Curriculum requirements that define eligibility for teacher licensure or participation in certain programs
5. Curriculum review process
6. Other curriculum requirements that have a more localized or narrower impact

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1. Curriculum requirements that all school districts must meet[1]

Minnesota Statutes 120.101, subd. 5	requires that every school age child receive instruction for at least 170 days per year, or the equivalent of 170 half days for kindergarten programs.
Minnesota Statutes 120.101, subd. 6	requires that instruction be provided in basic communication skills including reading and writing, literature and fine arts, mathematics and science, social studies including history, geography and government, and health and physical education.
Minnesota Statutes 121.203	directs districts to develop and implement a program to prevent and reduce the risk of AIDS.
Minnesota Statutes 121.883, subd. 1	requires districts to develop and implement programs to prevent and reduce the risk of harm to unborn children exposed to controlled substances and alcohol use by their mothers during pregnancy.
Minnesota Statutes 126.02, subd. 1	requires that all public schools provide physical and health education, training and instruction to all students of both sexes.
Minnesota Statutes 126.02, subd. 2	requires all students in teacher education programs to take health courses.
Minnesota Statutes 126.025	permits secondary instruction in CPR.
Minnesota Statutes 126.031	requires every public elementary and secondary school to provide instruction in chemical abuse and the prevention of chemical dependency.
Minnesota Statutes 126.06	requires eighth grade classes and secondary schools to provide instruction in the declaration of independence and the constitution.
Minnesota Statutes 126.115	establishes a motorcycle safety education program with reimbursement for districts' costs to the extent funds are available.
Minnesota Statutes 126.12	establishes a school calendar that school districts must accommodate when offering school subjects required by the district or the curriculum rules of the state board of education.
Minnesota Statutes 126A.08	requires the environmental education program to be integrated into the curriculum.

[1]In a few instances, school districts have an option to provide or not provide instruction in a particular curriculum area.

2. Directions to the state board of education and the state board of teaching to develop curriculum or education programs

Minnesota Statutes 120.17, subd. 3	directs the state board of education to develop courses of study for special education.
Minnesota Statutes 121.11, subd. 7	grants the state board of education the authority to exercise general supervision over public schools, including preparing suggested courses of study.
Minnesota Statutes 125.185, subd. 4	directs the state board of teaching to adopt rules for teacher education programs that include a research-based, results-oriented curriculum.
Minnesota Statutes 126.36	directs the state board of teaching to determine requirements for the course of study and training of bilingual and ESL candidates for licensure.
Minnesota Statutes 126.49, subd. 1	permits the state board of teaching to prescribe the course of study and training for individuals seeking teaching licenses under the American Indian language and culture education program.
Minnesota Statutes 126.52, subd. 8	directs the state board of education to provide technical assistance in training American Indian education teachers and developing curriculum for American Indian education programs.
Minnesota Statutes 126.663, subd. 2	directs the state board of education to adopt goals and outcomes for curricula areas listed under the section governing compulsory instruction (section 120.101, subd. 6) and for career vocational curricula.
Minnesota Statutes 128A.02, subd. 4	directs the state board of education to prepare two-year plans for the Faribault academies that include program and curriculum development.

3. Curriculum requirements that are a condition of eligibility for certain kinds of revenue, including aid and grants

Minnesota Statutes 124.2725, subd. 11	makes available cooperation and combination revenue to qualified school districts for course offerings in various subject areas if the courses have specific learner outcomes.
Minnesota Statutes 124.311, subd. 4	makes assurance of mastery revenue available for certain kinds of instruction.

Minnesota Statutes 124.494, subd. 2	permits groups of school districts under the cooperative secondary facilities grant act to apply for an incentive grant if, among other things, a group of districts develops additional learning opportunities and course offerings, including advanced placement courses.
Minnesota Statutes 124A.27	permits school boards to use reserved revenue for arts education, chemical abuse prevention, programs for gifted and talented students.
Minnesota Statutes 124C.02, subd. 4	makes grants to combining school districts available for certain secondary course offerings with specific learner outcomes.

4. Curriculum requirements that define eligibility for teacher licensure or participation in certain programs[2]

Minnesota Statutes 120.80, subd. 1	permits students who have completed all required courses to graduate before the end of the school year.
Minnesota Statutes 121.585, subd. 3	requires the learning year program to offer the same total number of hours of instruction as is generally required.
Minnesota Statutes 122.242, subd. 6	requires school boards adopting a cooperation and combination plan to include in the plan a description of the academic programs to be offered to elementary and secondary students.
Minnesota Statutes 123.351, subd. 4	permits cooperative center boards to provide an education program for the secondary and adult vocational phases of instruction. Requires the high school phase of instruction to be offered as a component of a school district's comprehensive curriculum.
Minnesota Statutes 123.3513	permits credit for accelerated or advanced academic courses to be counted toward graduation requirements and subject area requirements.
Minnesota Statutes 123.3514	permits qualified students to attend post secondary institutions for secondary credit under the post secondary enrollment options act.
Minnesota Statutes 123.58, subd. 8	requires ECSU directors to identify programs and services to be provided by the ECSU, including curriculum development, vocational education, and the instruction and services for students with special needs or talents.

[2]Teacher licensure requirements are included in this discussion because of their impact on curriculum presented in K-12 classrooms.

Minnesota Statutes 124C.41, subd. 5	directs teacher centers to develop and produce curricula and curricular materials that meet students' educational needs.
Minnesota Statutes 126.22, subd. 2	establishes eligibility requirements for student participation in the high school graduation incentives program in terms of course work completed or credits for graduation obtained.
Minnesota Statutes 126.56, subd. 4a	establishes a summer scholarship program for academic enrichment that provides instruction in curricular areas including communications, humanities, social studies, social science, science, mathematics, art, and foreign languages.

5. Curriculum review process

Minnesota Statutes 126.661	contains the PER definition of curriculum (learning experiences that lead to the acquisition of knowledge, skills and attitudes). Defines learner outcome as a specific goal of curriculum. Establishes a cycle for identifying, implementing, reviewing and improving curriculum.
Minnesota Statutes 126.663, subd. 1	directs the state board of education to adopt a state PER process and standard procedures for district planning, evaluating and reporting on curriculum.
Minnesota Statutes 126.666	describes school districts' PER process and policy, which include district curriculum goals, learner outcomes for each subject area and grade level, a review cycle for all curriculum, curriculum instruction and improvement plans and the integration of curriculum and technology.
Minnesota Statutes 126.67	describes PER assessment programs, that include a six year curriculum review cycle.

6. Other curriculum requirements that have a more localized or narrower impact

Minnesota Statutes 123.33, subd. 7	defines the powers and duties of independent school districts, which include the responsibility to adopt rules for instruction and prescribe textbooks and courses of study.
Minnesota Statutes 123.38, subd. 1	permits school boards to authorize co-curricular activities.

Minnesota Statutes 123.935, subd. 3	precludes school districts from providing guidance and counseling services to nonpublic school students that include planning or selecting courses or classroom activities for the nonpublic school.
Minnesota Statutes 123.947	restricts the use of loaned instructional materials to nonreligious activities in the nonpublic school setting.
Minnesota Statutes 126.72	permits school boards, as part of the PER process, to enter into short term contracts to address the need for changes in curriculum.
Minnesota Statutes 127.29, subd. 1	permits alternative education programs to include a modified curriculum for a student under the pupil fair dismissal act.
Minnesota Statutes 128B.01, subd. 4	authorizes the White Earth reservation tribal council to manage Pine Point school, including prescribing textbooks and courses of study.